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ABSTRACT

A study was conducted to provide a profile of variables related to the status of students at risk of failure in public high schools in the American-affiliated Pacific region. This report, which is supplemented by four political entity-level studies published separately, gives an overview of the entire study. Throughout the four entities (American Samoa, the Commonwealth of the Northern Mariana Islands, and Chuuk and Kosrae States of the Federated States of Micronesia), data were collected from 394 student records, 411 students (194 at-risk and 217 not at-risk), 304 families, 18 principals, 350 teachers, and 79 community leaders. Significant results were obtained for the relationship between students at risk and the following student variables: (1) foreignness (cultural differences or recent arrival); (2) absenteeism; (3) attitude and behavior problems in school; (4) substance abuse; (5) previous academic performance; and (6) amount of time spent on homework. School variables related to at-risk status were class size, teachers' years of experience, and teacher requests for additional training. Home and family variables that were related were family size and the quality of the relationship between the student and head of the household. Recommendations include schools, parents, and communities working together to demonstrate the benefits of school learning, provide counseling services to students and families, improve school recordkeeping systems, improve the quality of instruction, and increase parent involvement in the educational process. Policymakers must assist these efforts by enacting policies that support long-term, systemic change to improve the quality of learning in Pacific schools. Appendixes present five instruments from the study. (Contains 5 tables and 38 references.) (SLD)

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October 1995

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Table of Contents

		Page
	Acknowledgments	iii
	Preface	iv
	Executive Summary	v
I.	Introduction	1
II.	Review of the Literature	2
III.	Research Questions	5
IV.	Methods Used in Conducting the Study	5
V.	Instrumentation and Data Sources	5
VI.	Framework for Analysis	6
VII.	Results	8
VIII.	Recommendations for Addressing At-Risk Issues	12
IX.	Limitations of the Study	16
X.	Future Research	16
XI.	Suggested Uses of the Report	17
	References	18
	Appendices	21

List of Tables

		Page
Table 1.	Number of Respondents by Entity and Instrument	6
Table 2.	List of Student, Home, and School Variables	7
Table 3	Results for Student Variables	8
Table 4.	Results for Home Variables	9
Table 5.	Results for School Variables	10

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Preface

This report represents, not an end-product resulting from a simple research project, but a significant milestone in an ongoing process. The development of the PREL R & D Cadre as an integrated data collection and analysis group for the region and each entity is a result of this process and a force for research in the future. As part of this investigation, a vast amount of data was collected to study risk factors affecting high school students in the region (see the appendices). The data obtained were beyond the scope of this report. As such, it was not possible to analyze all the data. Therefore, contents of this report should be viewed only as a preliminary investigation of risk factors.

The report's primary intent is to provide a base that cadre members can use to present preliminary study results to their colleagues and communities throughout the region. Feedback from these presentations will assist the R & D cadre and PREL in structuring future research into the important characteristics of risk.

PREL intends to maintain the at-risk data base for future analyses and development. Future analyses may address in-depth considerations of alternative definitions of risk, multiple correlation of risk factor analysis, and interviews with former respondents concerning their interpretation of the results.

Executive Summary

Purposes

Purposes of the study are to:

- Provide a profile of variables related to the status of students at-risk of failure in public high schools in the American-affiliated Pacific region, with four entity-level studies of American Samoa, CNMI, and Chuuk and Kosrae States of the Federated States of Micronesia.

- Provide opportunities for collaborative research among the entities' departments of education.

Method and Scope

Representatives from each of the 10 American-affiliated Pacific entities planned and conducted the study. Data were collected from public high schools in the 10 entities served by PREL: American Samoa, Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, and Yap), Guam, Hawai'i, Commonwealth of the Northern Mariana Islands, Republic of the Marshall Islands, and Republic of Palau. Data were collected during the Spring semester of the 1993-94 school year.

For the purposes of this study, the R&D Cadre agreed to the following definition of at-risk students:

> "An at-risk student is one who is in danger of failing to complete his or her education with adequate academic skills, knowledge, and attitudes to function as a responsible citizen of his or her community."

Students who failed one or more courses in the fall semester of the 1993-94 school year and were in grades 9-12 of a public high school in the Pacific region were identified as at-risk and selected for the study.

Results

Significant results were obtained for the relationship between students at risk and the following student variables: "foreignness," absenteeism, attitude and behavior problems in school, substance abuse, previous academic performance, and the amount of time spent on homework. School variables related to at-riskness were class size, teachers' years of experience, and requests for additional training. Home and family variables showing significant statistical relationships with at-risk status were family size and the quality of relationship between the student and the head of the household. In general, academic and personal aspects of schooling were found to be related to the at-riskness of Pacific high school students.

Conclusions/ Recommendations

To address critical issues of Pacific high school students at risk, schools, parents, and communities must work together to demonstrate the benefits of school learning, provide counseling services to students and their families, improve school record keeping systems, improve quality of instruction through staff development and availability of instructional materials, and increase parent involvement in the educational process. Policymakers must assist these efforts by enacting policies that support long-term, systemic change to improve the quality of learning in Pacific schools for all students.

I. Introduction

An increased concern for at-risk youth is evident throughout the Pacific region. The Pacific Region Educational Laboratory (PREL) at-risk study is designed to identify the factors that affect at-risk high school students in the Pacific, promote an awareness and understanding of these students, and offer approaches to improving their education.

PREL serves 10 Pacific region entities—American Samoa; Commonwealth of the Northern Mariana Islands; the Federated States of Micronesia comprised of the states of Chuuk, Kosrae, Pohnpei, and Yap; Guam; Hawai'i; the Republic of the Marshall Islands; and the Republic of Palau. These entities are diverse in their student population in terms of demographic variables including ethnicity, language, migration, and gender. The school systems serving these students vary in their abilities to accommodate all of the high school age population, maintain accurate student records, provide certified teachers, provide extensive course offerings, and promote opportunities for community and parent involvement. The composition of homes and families ranges from extended families to single parent households. Community expectations of appropriate roles for students, teachers, and parents vary with cultural contexts.

Because the region is so diverse, a simple study of a limited number of variables was deemed impractical. Therefore, an extensive study of variables relating to student success and failure in the public high schools of the Pacific region was undertaken.

The study places a strong emphasis on looking at the child from a holistic point of view. The researchers are well aware that an individual's success, especially in the Pacific region, is not measured by academic success alone, but also involves the many facets of personal development directly and indirectly related to the influence of formal and informal education, the surrounding environment and the milieu of the time. Therefore, it should be pointed out that, although a definition of a student at-risk is provided for research purposes, this definition is not to be taken as a definition of a student at risk in all aspects of life. Nevertheless, because of the value of formal education that has been incorporated into the value system in the Pacific region, this definition of at-riskness surely plays a part in the experience of success or failure by the youths in the region. Keeping this definition in mind, this study was undertaken to identify factors comprising the profile of a child who needs extra help and attention from parents, educators, and administrators to reach his or her fullest potential as a contributing member of society.

The study was conducted over a period of three years by the PREL Research & Development (R&D) Cadre, which is composed of one representative from each of the 10 entities' departments of education, two representatives of postsecondary institutions in the region, one private school representative, and a representative from the national government of the Federated States of Micronesia (FSM). Local support was provided during data collection by numerous school counselors, central office staff, principals, teachers, and educational administrators.

This report provides a brief review of the existing literature on at-risk students, relates it to the absence of definitive research for the Pacific, presents research questions, describes the methods used in conducting the study, presents the results of the analysis, discusses implications for practice, and suggests uses of the report.

II. Review of the Literature

The R&D Cadre reviewed the literature to: (1) define at-riskness, and (2) identify in other studies variables that are related to students' at-risk status.

As elsewhere, some students in the Pacific region are not experiencing success in school. The National Goals for Education (1990) say, in part, "Educators must be given greater flexibility to devise challenging and inspiring strategies to serve the needs of a diverse body of students. This is especially important for students who are at risk of academic failure—for the failure of these students will become the failure of our nation." This goal is consistent with the belief that schools can make a difference. The need for new strategies is also consistent with the primary reasons cited by dropouts in 1992 for leaving school: not liking school, failing school, and feeling unable to keep up with schoolwork (Gronlund, 1993).

Definition of At-Risk Students

In conducting the review of the research, the first step was to develop an understanding of the term "at-risk students." The term "at risk" was viewed as a descriptive term referring to the total educational context in which students operate, rather than a negative reflection of the students.

A great deal of information about "at-risk" students is present in the educational literature, beginning with the traditional approach of studying student dropouts (Wehlage & Rutter, 1986; Castello & Young, 1988; Natriello, Pallas, & McDill, 1986) and alienated youth (Pellicano, 1987) and moving toward the more recent emphasis on changes in policy and practice that enhance students' chances to succeed (Hendrick, MacMillan, Balow, & Hough 1989). The earlier emphasis was on studying the correlates to dropouts — to focus on social decay as both the cause of alienation and the barrier preventing school success in dealing with the dropout. Institutions may rationalize the plight of dropouts in this way: it is not the school's fault that some students come from poor homes and community environments and lack the motivation and academic talent to succeed; the schools are unable to solve these socioeconomic determinants and are, therefore, not responsible for the fact that a sizable portion of their clients find good reasons to leave before graduation.

Presseisen (1988) described the term "at risk" as originating from a medical model in which it was used as part of the phrase "at risk of something." An example is a student at risk of dropping out of school. Another definition of a student "at risk" is one who is "in danger of failing to complete his or her education with an adequate level of skills" (Slavin & Madden, 1989). The term implies that there is a threatening condition surrounding these students, and that the condition is not necessarily inherent in the students. This perspective allows for interventions to reduce some of the threat, and thereby increase the students' chances of avoiding the condition. The author described groups often included in the "at-risk" category as ethnic minorities, male students, students of low socioeconomic status, and students suffering from various forms of stress or instability. Presseisen further indicated that these student groups seem to encompass a number of problems related to quality and appropriateness of educational services, meaninglessness of instruction, family and community instability, and academic and school distinctions.

Richard A. McCann (1988) provided four descriptors of at-risk students, including characteristics of the individual, environmental conditions, students' ability to meet educational standards, and students' behaviors indicating their inability to assume responsible adult roles. These descriptors focus on negative behaviors and conditions. McCann asserts that the outcome of ignoring these negative variables will be a citizenry of unproductive society members.

After reading these and other authors, the R&D Cadre agreed to the following definition of at-risk students:

> "An at-risk student is one who is in danger of failing to complete his or her education with adequate academic skills, knowledge, and attitudes to function as a responsible citizen of his or her community."

For practical purposes of identifying and selecting students for this study, an at-risk student is identified as a student who failed one or more courses in the fall semester of the 1993-94 school year and was in grades 9-12 of a public high school in the Pacific region. This dependent variable was used in the selection of students for the study. A student's degree of at-riskness was related to the number of courses that student failed.

Variables Related to Students' At-Risk Status

Ekstrom, Goertz, Pollack, and Rock (1986) used the National Center for Education Statistics (NCES) High School and Beyond database to look at "Who drops out of high school and why?" They found that the two background factors most strongly related to dropping out of school are socioeconomic status (SES) and race/ethnicity. Black-Americans and Hispanics were the ethnic groups identified in this study as potential dropouts. Other factors included single-parent families, large families, and living in the South (USA) or in a large city. Academic failure was consistently related to dropping out, and students who dropped out have been shown to have experienced dissatisfaction with school and have lower self-esteem.

In an earlier study, Rumberger (1983) identified factors leading to students' decisions to drop out of school. The purpose of the study was to see how family background relates to dropping out of school for students of different ethnic groups and gender. The results showed that students from low SES were more likely to drop out than those of high SES. Young women were highly influenced by their mother's educational level and males by their father's level of education. At the time of the study, most females left school due to pregnancy and to marry, and males left school to go to work. Family background factors, including parents' level of education and the social status of the family, were found be powerful predictors of dropping out. The author speculates that students from families with low social status may have a greater tendency to leave school to help support their families. Therefore, family background was found to be a significant factor in predicting dropping out of school.

Although these studies present a broad picture of factors related to at-risk youth, they may not address the specific population of the Pacific region. Many of the region's students would be considered ethnic minorities by U.S. mainland standards, but are in the majority in their islands. When compared to U.S. standards, many would also be considered to be from lower income families. It should also be noted that the region's students are presently undergoing rapidly changing cultures. In an article relevant to the Pacific, Ainsley, Forman, and Sheret (1991) described a study of high school factors that influence students to remain in school in New South Wales, Australia. In addition to the effects of socioeconomic status, gender, and being non-English first language speakers, they identified two other factors that influence students to remain in school — student achievement level and student's perception of the quality of school life. This study also recommended investigating other school-related factors such as curriculum innovations, school organization, student achievement, and students' attitude toward school.

In a study sponsored by the World Bank, Bruce Fuller investigated school factors that raise achievement in the Third World (1987). Fuller suggested that "school institutions exert a greater influence on achievement within developing countries compared to industrialized nations, after accounting for the effect of pupil background." His perspective for the review was to look at "how material ingredients are

mobilized and organized within schools and classrooms." The school factors reviewed were school expenditures, specific material inputs, teacher quality, teaching practices, classroom organization, and school management. The two key issues raised were: (1) the greater influence of schools on student achievement in developing nations, and (2) how material inputs are "managed and what skills teachers draw upon to strengthen the social structure of the classroom."

For purposes of identifying factors for investigation in the R&D Cadre's study, the most informative work was Koki's study, "The Children and Youth At-Risk Effort in Hawai'i" (1987). Koki outlined academic, psychological, and social-behavioral indicators of at-risk students in Hawai'i. Hawai'i's at-risk students included those with limited English proficiency, underachievers, the intellectually limited, the economically disadvantaged, the malnourished, substance abusers, dropouts and potential dropouts, those retained for one or more years, pregnant teens or teens with children, those from unstable homes, the abused and neglected, the psychologically impaired, those who threaten or attempt suicide, juvenile delinquents, and the "silent ones" or withdrawn, alienated youth. The study reviewed a number of intervention programs aimed at students with these characteristics.

The review of the literature led to the identification of factors to be investigated in the PREL at-risk study. To account for the differences inherent in these entities, and to identify factors most associated with at-riskness in public high school students, the Cadre focused on four broad domains: the student, home, school, and community. Selection of these domains arose from a model of student performance described by Alesia Montgomery and Robert Rossi (1993) who wrote, "A student's personal, home, community, and school characteristics should not be studied in isolation — all these variables contribute to student performance, and they are strongly interactive." This model encompasses the previously reviewed research from the U.S. mainland, Hawai'i, Australia, and developing nations.

The R&D Cadre adheres to the body of literature that is premised on the assumption that although non-school-based factors contribute to the school success of students, schools can make a difference. Hendrick, MacMillan, Balow, and Hough (1989) provided a summary statement of this position. "Even though one cannot pinpoint the best intervention for a particular group of students, there are a number of general school strategies that have been shown to be successful in retaining students. Indeed, one characteristic of the literature on intervention strategies is that almost everything seems to work when enthusiastic and engaged principals and teachers become committed to a specific course of action."

The Cadre felt that research on at-risk factors identified for youth in American inner-cities may not be relevant to Pacific communities. As a result, this extensive study of variables related to student success and failure in the public high schools of the U.S. affiliated Pacific region was undertaken. Through this study and R&D Cadre's identification of the factors that place Pacific public high school students at-risk, Pacific communities may unite and focus on reshaping roles and partnerships between schools, homes, and communities to provide enduring systemic change to better serve all of the students

III. Research Questions

The primary research question to be addressed was:

What are the variables within the schools, homes, and communities that are related to students failing in the public schools of the Pacific region?

In addition, a related question to be considered was:

What areas should be targeted to better serve at-risk students in these schools?

IV. Methods Used in Conducting the Study

This regional research could not have been accomplished without the PREL R&D Cadre. This Cadre of 14 Pacific educators worked in collaboration with PREL staff to design the study, coordinate and implement plans at the local level, and participate in the analysis and completion of the final report. Each Cadre member was assisted in his/her own jurisdiction by a local R&D Support Group of teachers, counselors, principals, central office staff, and education administrators. Three PREL staff were assigned to collaborate on this effort.

The design work for this study was initiated in January 1993 at the PREL R&D Cadre Seminar, during which a plan of work and data collection instruments were drafted. From February to April 1993, the instruments were piloted in all entities during PREL staff site visits. In May through June 1993, PREL staff finalized the data collection instruments. From July through August 1993, PREL staff met with R&D Cadre members either on-site or over PEACESAT teleconferences to get feedback and finalize procedures for collecting data. In September 1993, data collection was initiated by setting up sampling procedures in each entity and plans were finalized for data collection. On-site training on data collection procedures was conducted during the fall semester in all entities. These sessions were held to provide local R&D Support Group members in each entity with consistent training. Data collection began in January 1994 with student selection based on the Cadre's At-risk definition and student's academic performance in the previous semester. On-site support was provided by PREL during the spring semester to initiate data collection and to review and validate the data before submission of the data set. Data sets were submitted for data entry at a seminar in Honolulu in June 1994. Data were aggregated and entered into six databases. The R&D Cadre met in October 1994 to review preliminary analysis and to begin drafting the report. PREL staff continued the work with statistical analysis support. The R&D cadre members were consulted throughout final report development.

V. Instrumentation and Data Sources

Six instruments were developed for data collection. The first instrument was designed to gather data from students' school records, and included information on grades, absenteeism, length of enrollment in the school, discipline, attitude, and behavior. A second instrument, a student interview protocol, was designed to gather demographic information as well as students' perspectives on the quality of instructional services and school climate at their school. A

third instrument was designed for parent interviews to gather information regarding the family configuration, expectations for the student, and relationships with the school. A fourth instrument, a teacher interview protocol, focused on the teachers' credentials and their opinions about the students targeted for the study. The fifth and sixth instruments were interview protocols for principals regarding school variables and their perceptions of the at-risk issue and community leaders regarding the social context of the students' daily lives outside of school. Copies of the instruments are included in the appendices.

Data were collected from 394 student records, 411 students, 304 families, 18 school principals, 350 teachers, and 79 community leaders. At-risk and not at-risk students were randomly selected at each grade level from public high schools in each entity. The data set included 194 at risk students and 217 not at-risk.

Data collection was a challenge that stretched the partnerships of collaborative research. One major difficulty was the lack of school records, including long-term academic records for students in high school. This situation delayed the selection of students until records could be consolidated from a number of different sources within the schools. A second challenge was the difficulty of accessing parents and non-school personnel. Table 1 summarizes the number of respondents, by entity, on all six instruments.

Table 1. Number of Respondents by Entity and Instrument

Guam	28	33	23	46	1	2
Hawaii	40	40	40	47	1	0
Palau	16	15	1	11	1	0
CNMI	57	56	47	58	3	7
Am. Sam.	50	62	40	48	5	19
Yap	15	16	13	15	2	9
Kosrae	58	60	57	26	1	4
RMI	54	51	7	21	1	8
Pohnpei	28	28	28	31	1	17
Chuuk	48	50	48	47	2	13
TOTAL	**394**	**411**	**304**	**350**	**18**	**79**

VI. Framework for Analysis

The review of the literature suggested areas of analysis for this study. The analyses were grouped according to the four contexts identified in the design of the study, the student, the home, the school, and the community. Table 2 shows the placement of variables analyzed within this conceptual scheme.

The student was the unit of analysis in the study. Chi Square analyses were conducted with these variables. Whenever an independent variable could be measured in ordinal or interval scale, analysis of variance was used.

Table 2. List of Student, Home, and School Variables

Contexts	Variables	Description of Variable
Student	1. Gender	Male/Female
	2. Language	Language spoken in the home
	3. Ethnicity	22 ethnic groups represented in the region
	4. "Foreignness"	Constructed variable including student's citizenship, ethnicity, length of stay in current residence, majority / minority ethnic group in school
	5. Previous academic performance	Number of courses failed in previous three semesters
	6. Homework	Time spent doing homework
	7. School attitude problems	As reported in school records
	8. Disciplined for attitude problems	Referred to the Office
	9. Behavior problems	As reported in school records
	10. Disciplined for behavior problems	Referred to the Office
	11. Absenteeism	As reported in school records
	12. Disciplined for attendance problems	Referred to the Office
	13. Comments about school made at home	Does student talk about school while at home?
	14. Emotional abuse/ neglect	Self-report of abuse, neglect and traumatic experiences
	15. Abuse of family member	Did student witness abuse of family member?
	16. Witness an accident	Did student witness an accident?
	17. Alcohol abuse	Self-report of alcohol abuse
	18. Substance abuse	Self-report of substance abuse
Home	19. Socioeconomic status	Household income computed according to entity average and including subsistence income
	20. Family configuration	Number of people in the household
	21. Quality of relationship with family	Self-report by parent about quality of relationship with student
	22. Family responsibilities	Family responsibilities which cause school absences
School	23. School tutoring services	Do students receive school tutoring services?
	24. Language of instruction	Reported by teachers
	25. Class size	Ratio of students to teacher
	26. Teaching experience	Years of teaching experience.
	27. Teachers who request training in at-risk teaching strategies	From teacher questionnaire
	28. Teachers who request more instructional materials	From teacher questionnaire

VII. Results

Table 3 shows results obtained for the variables associated with the student context.

Table 3. Results for Student Variables

Student Variables	Results	Significance
1. Gender	Not Significant	
2. Language	Not Significant	
3. Ethnicity	Not Significant	
4. "Foreignness"	DF=4, Chi-sq=20.723	P<.01
5. Previous academic performance	DF=1, F value=22.67	P<.01
6. Homework (amount of time spent)	DF=1, F value=32.77	P<.01
7. School attitude problems	DF=1, Chi-sq=13.88	P<.01
8. Disciplined for attitude problems	DF=1, Chi-sq=4.58	P<.05
9. Behavior problems	DF=1, Chi-sq=22.68	P<.01
10. Disciplined for behavior problems	DF=1, Chi-sq=10.25	P<.01
11. Absenteeism	DF=1, Chi-sq=51.79	P<.01
12. Disciplined for attendance problems	DF=1, Chi-sq=36.10	P<.01
13. Comments about school made at home	DF=1, Chi-sq=8.97	P<.01
14. Emotional abuse/ neglect	DF=1, Chi-sq=7.17	P<.01
15. Abuse of family member	DF=1, Chi-sq=6.56	P<.05
16. Witness an accident	DF=1, Chi-sq=4.14	P<.05
17. Alcohol abuse	DF=1, Chi-sq=5.75	P<.05
18. Substance abuse	DF=1, Chi-sq=7.74**	P<.01

< = less than ** small cell size may make Chi-sq test inappropriate

Variables found to be statistically significant in the review of the literature but not in this study were gender, language, and ethnicity. In other words, although students were selected at random, gender was not significantly associated with at-risk status as defined in this study. Language also was not a significant variable, perhaps because the language of the home also was the primary language of the community at large, unlike the U.S. mainland context with English speaking majority in communities where the research was conducted. A similar explanation may be made of the lack of significance for ethnicity.

An analysis of the ethnicity variable did not yield significant results. In addition to the ethnicity variable, it was decided that, because of the immigration patterns in the region, a construct called "foreignness" should be investigated. A student's "foreignness" was measured by a student's citizenship, ethnicity, whether he or she had lived in the entity of current residence since birth, and his or her student's status as an ethnic minority or majority in school. The relationship between "foreignness" and at-riskness was significant and showed that the more foreign a student is, the less likely he or she will be at-risk. There are several possible explanations for this finding. Moving to a new home may entail the search for a better life and, therefore, greater motivation to excel in school as a means of reaching success in the new location.

Immigrants may have different cultural values regarding education or different prior schooling experiences.

One finding consistent with previous research found a student's previous academic performance a highly significant predictor of at-risk status.

Another area consistent with previous research was student perceptions about school as indicated by time spent doing homework, attitude and behavior problems in school, and student absenteeism. These variables are significantly related to at-risk status of students. The length of time spent doing homework was significantly related to at-risk status and it was used as an indication of a student's perception on the importance of the work and committing time to do these assignments. Students disciplined for attendance problems in the past, as shown in the school records, also were significantly associated with at-risk students. At-risk students had significantly more reports of attitude and behavior problems and instances of being disciplined for these problems at school.

A second group of variables investigated focused on variables in the home and family context of these students. Significantly larger numbers of not at-risk students made comments about school at home to their parents compared to at-risk students. This analysis did not focus on the type of comments (positive or negative). Non-at-risk students simply talked more about school when they were at home.

Personal problems and emotional stress were also found to be significantly related to at-risk status of a student in this study, as in other studies conducted elsewhere. At-risk students reported significantly more emotional abuse and neglect in their homes. Significantly larger numbers of at-risk students experienced emotional abuse and neglect and had lived with physical abuse by a close relative than not at-risk students. They also had witnessed more accidents than their not at-risk peers.

At-risk students also reported significantly more instances of alcohol and substance abuse than not at-risk students.

Table 4. Results for Home Variables

Home Variables	Results	Significance
19. Socioeconomic status	Not Significant	
20. Family configuration	DF=2, Chi-sq=8.01	P<.05
21. Quality of relationship with family	DF=2, Chi-sq=12.39	P<.01
22. Family responsibilities	DF=3, Chi-sq=11.39	P<.01

<=less than

Because of economic diversity among entities, socioeconomic status was investigated two different ways: (1) cash income in a household and a combination of cash and (2) subsistence income. Both of these income measures were equated across all entities using criteria agreed upon by the R&D Cadre regarding average income in each of the entities. Both analyses showed that family income as an indicator of a student's socioeconomic status was not significantly related to a student's at-risk status.

Significantly more at-risk students lived in large households of 10 or more. Their not at-risk counterparts lived in smaller family units.

Family problems were analyzed using the reported quality of the relationship between parents themselves and the student. Poor quality of relationship with parents was found to be significantly associated with at-risk students. Also significant was the expectation that the family's needs for students to assume responsibilities at home, would override the need for students to attend school.

The third set of analyses focused on data from the school context. Table 5 shows the results obtained for school variables indicating school, classroom, and teacher characteristics.

Table 5. Results for School Variables

School Variables	Results	Significance
23. School tutoring services	Not Significant	
24. Language of instruction	Not Significant	
25. Class size (student/ teacher ratio)	DF=4, Chi-sq=14.03	P<.01
26. Teaching experience	DF=1, Chi-sq=4.53	P<.05
27. Teachers who request training in at-risk teaching strategies	DF=1, Chi-sq=4.60	P<.05
28. Teachers who request more instructional materials	DF=1, Chi-sq=4.45	P<.05

< = less than

Available school tutoring services and language of instruction were not significantly related to at-riskness. These results may be because the study was not designed to assess the quality of instruction, curriculum innovations, or the types of interactions between teachers and students. Data on quality of instruction were not sought because of concerns for consistency and comparability among entities in the region. Therefore, the lack of significant results for these variables may be due to the kinds of data collected rather than the lack of influence on the at-riskness of students.

Significant results were obtained for class size and teachers' years of teaching experience. Results indicated that lower student/teacher ratios were actually associated with at-risk students. There were relatively more at-risk students in smaller classes. However, there were more of both at-risk and not at-risk students in larger classes. These results may be attributed to grouping practices for at-risk students such as pull-out programs, and remediation or special education classes. Teachers' years of teaching experience yielded more predictable results. More at-risk students were enrolled in classes taught by teachers with less than 15 years experience. A significant number of teachers who taught at-risk students responded that their effectiveness at teaching these students would be improved if they had access to more instructional materials and more staff development opportunities.

The fourth set of analyses focused on data describing the community context. The following results show a qualitative content analysis of open-ended questions asked of both at-risk and not at-risk students, teachers, and parents regarding their perceptions of variables contributing to success and failure in school. Responses reported in this report were provided by a clear majority of respondents and are listed from most to least frequent. Various other responses were tallied, but were much less common than those reported here.

Students

When asked what causes them to do poorly in school, students said:

- they lack interest in school, have poor attitudes toward school, and are influenced by their peers,
- these negative attitudes are the result of poor teaching, and
- his results in problems of attendance, learning difficulties, and social problems.

When asked what would help them do better in school, students said:

- they need to apply more effort to their studies, and
- there needs to be an improvement in the school culture and climate in terms of teachers' attitude, relevant curriculum, instructional materials, and the academic environment.

Students described the best teachers as those who:

- deliver clear instruction, and
- develop positive teacher-student relationships.

Students described the worst teachers as those who:

- display negative attitudes toward the students and are abusive, and
- are incompetent, lacking content knowledge and teaching abilities.

Parents

When parents were asked what will help students to succeed in school, they said:

- students should apply more effort to their school work,
- students need more support, guidance, and encouragement from school staff and counselors, and
- that support could also come from greater family support, improvements to the school environment, instructional materials, and curriculum.

Parents said the causes of students' difficulties in school are:

- lack of interest in school on the part of the student, and
- peer group involvement that leads to negative attitudes toward school.

Parents said the causes of student success in school performance are:

- good effort by the student,
- family support, and
- students' positive attitudes toward school.

Teachers

Teachers said that students who are successful display:

- self-motivation
- good attendance
- good work habits
- positive attitudes

Teachers said that students who are not successful display:

- poor attendance
- poor attitudes
- have family problems

The data were consistent in pointing to effort on the part of students as a primary variable in student success. Another finding focuses on the need for better support for the students both from the school and the home. Problems symptomatic of poor school performance seem to be related to attendance and student attitudes and perceptions. Student complaints about teachers seem to reflect the same trend as adult informants see in students; that is, responses point to teachers' attitudes and lack of skills in teaching their subject areas.

Responses to open-ended questions reported here were provided by a clear majority of the respondents. Various other responses were tallied, but were much less common than those reported here.

These results were consistent with the previously reported statistical analyses indicating the need for attention to student attitudes and perceptions about school. These results indicate the critical need for attention to be given to the affective as well as the academic components of the curriculum. Habits and attitudes with regard to learning are as important as skill and knowledge development.

Summary of Results

The overall results of the study show a number of student characteristics, student performance, and home and school characteristics related to student at-riskness.

Variables such as students' previous academic performance, time spent doing homework, absenteeism, "foreignness" in their present school, personal or emotional problems in their lives, and involvement in drug and alcohol abuse were related to students' at-riskness.

In the home, the family configuration, quality of relationship within the family, and having to assume responsibilities instead of attending school were significantly related to at-riskness.

The teacher variables yielded significant results for class size, teacher experience, and teachers who request additional training or instructional materials. The data collected in the teacher instrument did not pertain to quality of instruction or look into the key interactions between students and teachers. This was a characteristic of the research design and practical circumstances.

In the data collection phase, the lack of cumulative records for students was noted in most of the schools. An analysis of open-ended questions asked of students, parents, and teachers point to the need to address issues of affective as well as academic issues of schooling, teacher attitudes, and training, and the quality of instruction and the critical role of the interactions between teachers and students.

The results of this study support the general findings of the research conducted elsewhere. Unique to the Pacific region may be some of the cultural and family characteristics which blend the family unit with the community, increasing the influence of the quality of family and community life on education. In addition, gender, ethnicity, language, and socioeconomic status were not found to be significantly related to at-riskness. These variables were investigated in research on the U.S. mainland with different definitions of gender role expectations, ethnic minorities, languages other than English in English-speaking settings, and SES in a commercial, cash-dependent economy. In the Pacific, these variables, which would define minority status in other contexts, do not indicate the same reality for Pacific islanders.

VIII. Recommendations for Addressing At-Risk Issues

After conducting analyses of data, the R&D Cadre conducted a second review of literature describing programs and initiatives related to issues of at-risk status in Pacific Schools. A list of the studies and papers reviewed are provided in the appendix. These articles were the basis of the Cadre's discussions and led to the following recommendations.

The recommendations listed are categorized to address results obtained for variables associated with student, school, and home variables. In addition, recommendations also propose possible linkages between those arenas through policy development.

Recommendations Regarding Findings on Student Variables

High levels of absenteeism and inappropriate behaviors in school need to be addressed. This section refers to variables 7 - 13 and 22 in Tables 3 and 4, as well as comments from students, parents, and teachers.

Schools, communities, and parents must work together and be consistent in their regard and attitude toward schools. As these groups redefine their roles in support of students, they must give consistent messages of the value of education and the value of the students as members of their community and family. Respect for self and others, belief in the value of education in establishing contributing members of a community, support for daily school attendance, and participation in school are general views which can be reinforced by all members of a community who come in contact with students. For these partners to support these views, schools need to engage in self examination and improvement efforts to ensure their effectiveness as institutions of relevant learning for the students and community.

Recommendations to instill in students the long-term value of education are presented in the following sections on instruction and academics, student motivation and attitude toward school, student services and counseling, parent and family involvement, teacher development, and policy development and implementation.

Schools must be able to demonstrate the immediate benefits of learning as well as the long-term values to the life of each student and each community for students to attend school on a daily basis. Teaching and learning must be interesting, engaging, and effective. Students who see little relevance in their classes and incompetence in their teachers and school administrators will be less likely to view schools as an important place for them to be. Adults in the schools must uphold the responsibility of conducting themselves as models, contributing to the welfare of their family, school, and community in which they go about their daily duties of teaching, and as community members.

The impact of students' personal lives on their school performance cannot be overemphasized. Behavioral, attitude, and attendance problems, family relationships and abuse were all significant issues in the region. Questions answered by students and the results in Tables 3 and 4 for variables 4, 6 - 12, 14 - 16, and 21 led to the following recommendation.

Counseling services should be offered for all students. The findings of the study suggest students' personal and family problems, and attitudes toward school need attention to increase the chances of success for at-risk students. During data collection, the R&D Cadre found that school counselors in the region are often burdened with a multitude of responsibilities. Grade reports, honor roll, academic probation, attendance, registration, class scheduling, and discipline are primary functions leaving little or no time for counseling students regarding personal and academic needs. Counselor training and certification is in need of attention so that students are provided with a full range of services to support their growth in the many aspects of their lives. Academic, career and college counseling, drug and substance abuse prevention and counseling, and personal adjustment/life-skills support are critical functions which may be coordinated and provided by high school counselors.

Counseling on a one-to-one basis for personal problems and other interpersonal relationships in some parts of the Pacific does not always work because of cultural and personal conflicts with self-disclosure. Disclosure is considered to be sacred and belongs only to one's self and a selected few confidants. In the past, the extended family and village social network provided mediation functions to resolve similar conflicts, but today the traditional functions are eroding without sufficient provisions being made to provide the critical support that once was a part of island life. Alternative programs based on cultural values with peer counseling and outreach counseling services may offer other options for supporting students. A clear and manageable delineation of counselors' duties and functions with realistic resources to support these positions will improve the support from schools available to at-risk students.

During the data collection phase, the lack of students' cumulative school records was widespread and led to the following recommendation.

Schools should maintain and use student records to support students' learning. School records should be used to provide a long-term view of a student's progress in learning. Records are critical in identifying students with patterns of behavior that indicate higher than normal needs for special support, be it school attendance, behavior problems, or congenital hearing loss. In addition to academic progress, records can be used to communicate critical information about a student's physical, emotional, and social life experiences from year to year and perhaps school to school. Awards and special recognition, family crises, behavior problems, and absenteeism can be used as a basis for intervention and partnerships to support and improve a student's experiences at school. The lack of these records creates a deficit of critical information that prevents the development of the most effective educational program for students who are experiencing difficulties at school as well as students who are already successful.

Recommendations Regarding Findings on School Variables

Instruction and Academics

Although quality of instruction was not part of the statistical data, findings from open-ended items indicated the need for discussion and recommendations about teaching and learning issues. Academic performance and student achievement are related not only to the learner's characteristics and motivation, but also the quality of instruction provided by schools and teachers. Lack of necessary instructional materials and teacher training is often documented in the Pacific region (PREL Access to Learning Opportunities Study, in press). Student records listing special conditions and needs are often nonexistent or not accurately maintained in the schools. Schools must focus on the needs of students and commit to increase learning and improving conditions under which learning occurs. Student needs and goals for learning should be the prime motivator for developing school improvement efforts. Special programs, including integrated team approaches to teaching and curriculum development, materials adaptation, and special services such as counseling, need to begin with the actual needs of students in the high schools of the region. Integrated comprehensive school-linked programs are emerging as schools commit to supporting their students' learning. Unfocused efforts will not address the needs to improve student achievement and expand the ability to contribute to the communities of the region in the future.

Teachers of at-risk students in the region were more inexperienced and expressed a need for additional training and materials. These teachers must be provided with increased professional development opportunities and support. Results for variables 5 and 25 - 28 (Tables 3 and 5) led to the following recommendation.

Schools should acknowledge and increase teacher professionalism through staff development. If educators are to address issues of student self-esteem, as a group, teachers must view themselves as professionals with high expectations for their own performance as teachers and continuing growth within their profession. If teachers demonstrate pride in their work and an attitude of lifelong learning, this will improve the quality of education provided to students and increase the level of competence within the profession. Commitment and dedication are important values and characteristics in the teaching profession. Teachers should not think of teaching merely as a job, but rather a mission to serve children. An increase in professionalism combined with pride, commitment and dedication, will contribute to improvements in the quality of education.

Educational administrators must also be included in the development of professionalism in the schools. In many instances, they may hold strategic positions which can support the implementation of innovative positive changes. Respect for the profession draws upon the support of teachers, administrators, and the community to provide schools with staff development opportunities, instructional materials and textbooks, and a safe and secure environment in which to teach.

Positive regard and caring for the school and community must be clearly demonstrated by adults in the school in order for students to see the long-term value of their education. Parents and other community members must also become involved in supporting educators and education. If students are to be contributing members of society, they must be provided with models respectful of the role that education plays in Pacific island cultures and communities.

Recommendations Regarding Findings on Home Variables

Encouragement, guidance, and support were cited as key factors to student success by students, parents, and teachers. Tables 3 and 4 list variables 13 - 15 and 20 - 22 as significantly related to at-riskness. These variables led to the following recommendations.

Increase parent and family involvement. One of the more interesting findings was that not at-risk students discuss school related issues in the home more than at-risk students. The lack of discussion about school issues in the home is of concern because of the need for comprehensive support for student learning. There is a need to influence and change the perception and attitude of students and parents that education is the school's responsibility alone. Support and outreach programs which involve families in the education of their children, should be a focus for educational programming. School-family-community partnerships may be formed to address the critical areas identified by this research.

Families, educators, and communities must re-examine their roles and come together to support the learning and success of their students. It is a shared responsibility of the whole community across many different aspects of life. Learning is not limited to the hours spent in school. Learning extends throughout the day and in many different settings. It has often been said, "It takes a whole village to raise a child." This is as true in this context as anywhere else. A student's self-esteem and motivation to learn do not begin and end at the door of the school. The multiple facets of each student's life are shaped and molded from their early years and reinforced as they grow older by teachers, peers, family, and community.

It should be noted that in some parts of the Pacific, the whole issue of recognizing individual accomplishments and building personal self-esteem is normally not addressed because of cultural values. When raising a child, parents often are not encouraged to compliment their children directly on individual accomplishments. It is often regarded as the role of children to listen, to do, and not to talk back. Compliments may seem an embarrassment to some Pacific islanders because humility and modesty are deeply instilled values from the child's early years. There are, however, ways of complimenting children in other culturally appropriate ways. At family get-togethers for instance, children are recognized and praised indirectly as parents would talk about their children's accomplishments. In this context, they may tell other family members and friends of stories of the accomplishments of their children. This is a round-about way of complimenting the individual accomplishments of the children in a family.

Policy Development and Implementation

Although data for this study were not gathered regarding policy development, some general statements are presented to place the previous recommendations into the current context of systemic change in Pacific schools.

Systemic reform, including Goals 2000 initiatives and other efforts could support initiatives for at-risk students. Initiatives to benefit at-risk students should be incorporated into the plans of each entity's Goals 2000 programs. Local decision making and planning can link this resource for future school restructuring and improvement.

The educational systems in the Pacific should take advantage of School Community Based Management (SCBM). In the past, non-educators' involvement with schools was limited to parent organizations and parent involvement. Now, many of the Pacific entities are instituting school/community based management policies. This offers the opportunity for communities to define the goals of that community and work in support of the school to make those goals a reality. Parents, students, teachers, community members, principals, and support staff are now able to work together in the official capacity of

school improvement to make the education of students fit into the values and realities of their non-school lives. Self-esteem, personal and family problems, effective learning, and relevant curriculum resulting in improved teaching can become the topics for SCBM schools and communities to work on together.

School attendance is a critical area for policy development and consistent implementation. Policies alone do not support the need for schools to meet instructional time requirements. Firmer and more consistent enforcement of attendance policies, both for students and teachers, would begin to address the issues of quality and continuity of instruction in the Pacific schools.

IX. Limitations of the Study

There are a number of limitations related to the study design, data collection, practical constraints, and the lack of previous research on this topic for the Pacific. Data collection across, as well as within entities, did not always meet the expected number of cases. Data were collected on six instruments in each of the entities. Each instrument required extensive time and human resources and, despite the support from key staff, some entities were not able to meet the projected number of completed instruments. Accessibility to community leaders, parents, and complete and current school records was an issue that remained unresolved in some schools.

Sufficient data were available from all entities on school records and student interviews, but not home and family interviews. This led to a higher confidence level in reporting results from school records and student interviews than from other parts of the data set. Also, because of concerns about consistency and comparability across entities, the teacher interview instrument focused on demographics of the teachers in the schools rather than the teacher/student interactions, which are critical to the learning process in schools.

X. Future Research

Further research is needed on the quality of instruction in the schools, including effective teaching and issues of training teachers. The studies cited in the review of the literature from Australia and the World bank suggest the need for research on curriculum innovations, school organization, teacher quality, teaching practices, classroom organization, and school management as possible variables related to student at-riskness.

Conducting the first research on at-risk variables in the Pacific will no doubt have limitations in identifying variables specifically relevant to this region. Family related variables, immigration trends, language variables, and close analysis of teacher student interactions should lead to a more complete understanding of the issues than was possible in this research. Student perceptions, the complexity of family structures, and support for student's education within the cultures of the region should be defined more clearly in future research. Parents' expectations for their children's education and subsequent post-graduation expectations also need to be investigated.

Further research needs to be conducted on the impact of family (culture, extended family, SES) as it relates to personal stress, emotional problems, and family problems. Research should also focus on the relationship between SES and psychological variables. These research efforts will need to focus on student attitudes toward school and perceptions about themselves and education. Many entities in this region are at a critical stage, balancing the needs of a subsistence economy and a developing cash

economy. The impact of the developing economic base will have major implications for maintaining cultural and personal identity for these students and their families in years to come. This will most likely be reflected in the issues schools have to deal with in terms of student dropouts for employment, students' identity in their culture and peer group, and the functions of schooling for all students.

This research was conducted at the regional level. The sample that was obtained did provide for individual entity analysis for American Samoa, Chuuk, CNMI, and Kosrae. Separate reports for each of these entities are available upon request from PREL. Further study of the other Pacific entities is recommended to provide both regional and local findings for future planning to address at-risk issues.

XI. Suggested Uses of the Report

For educational institutions and individuals involved in the education departments of the region, this report has many uses. It can be used as a resource on at-risk issues for departments of education, school boards, post-secondary institutions, schools, and teachers to:

- Increase understanding of issues related to all students.
- Develop programs and initiatives to address at-risk issues.
- View research results in school contexts
- Inform staff development activities.
- Inform pre-service education.

This study may be used for the broader community beyond the formal educational institutions as a:

- Resource on at-risk issues.
- Catalyst to enact policies supporting programs and addressing the needs of at-risk students.
- Means to increase collaboration for integrated services for at-risk students.

This study can also be viewed as a call to action for all Pacific educators and communities. Regional research, conducted by groups of Pacific educators, such as the R&D Cadre, improves local understanding of challenging issues facing Pacific schools. This regional study is just one of many steps that need to be taken to accurately describe conditions in Pacific schools, develop appropriate local initiatives to address those conditions, and implement systemic change in Pacific Island communities. Pacific researchers can, and should, continue this work for each of the schools in the region to identify and address the needs of all students.

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Appendices

All data collection instruments

Directions for Collecting Data for the PREL At-Risk Study

The purpose of the Pacific Region Educational Laboratory's R & D Cadre's At-Risk Study is to identify factors that place island and immigrant youth educationally at risk. After reviewing the literature and examining the school systems within the participating Pacific entities, the Cadre designed a study to select students from grades seven through twelve who had received a failing grade in school within the past semester. The study is not looking exclusively at the student but also attempts to examine the contexts in which he/she is placed. These contexts include the school, home, and community. In order to collect information on these contexts, six data collection instruments were created. These instruments were piloted in eight Pacific entities.

The data collection instruments guide information gathering from school records, the students, teachers, parents or guardians, principals, and community leaders. School records information, student interviews, teacher and parent interviews are necessary for each student in the study. Instruments obtaining data on the school (from the principal) and on the community (from the principal or community leader) may be completed once for all of the students selected at a particular school.

The following steps are recommended in the data collection process at each school:

1. Meet with the principal at each school to explain the study.
2. Identify students to be included in the study.
3. Ask the principal for a contact person at the school to coordinate the data collection. A counselor or vice-principal may be most helpful in this role.
4. Review the school records of the selected students to complete the School Record Data Collection Instrument.
5. Interviews may be scheduled in any order. The contact person should help set up appointments for interviews with:
   - the students
   - parents or guardians
   - teachers
   - principal
   - community leader (if necessary, on the recommendation of the principal)
6. Meet with the principal at the end of the data collection process and thank him/her for the support and cooperation received at the school. Commit to keeping the school informed as data is analyzed and findings are generated.

Directions for using each instrument precede the instruments.

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Directions for At-Risk Information from School Records
Form A

- General Information:
  Write name of student.
  Student number will be assigned during data entry.
  Write the date of data collection.

- Records Information:
  1. Indicate where the school records are stored. In some cases, there may be separate records in the school office and the counselor's, office; indicate either or both locations as applicable.
  2. Check off the contents of the records you will be using for this student.
  3. Write the years covered by the school records.
  4. List the schools included in the records.
  5. Write the name of the school staff member providing you with access to the student records.

- Student Information:
  1. Write the country where the student holds citizenship.
  2. Check the span of years the student has resided in the entity of the school.
  3. Indicate student's marital status.
  4. Indicate any records of the student's own birth children.
  5. Indicate with a check any of the problems listed. If other problems are noted in the record, describe the nature of these problems in the space provided. If the student has been referred to the office for discipline problems, indicate the nature of the incidents.
  6. Indicate any traumatic events experienced by the student and documented in the school records.
  7. If the student is a high school student, write the number of class periods missed by the student in the previous semester. If the student is an intermediate or middle school student, indicate the number of days absent in the previous semester.
  8. Write the number of days absent due to illness in the previous semester.
  9. This item is designed to identify students who are relatively new to this school. Check "yes," if this is the student's second semester in the school. Check "no," if the student had attended this school for more than one semester.
  10. Check any of the applicable categories of special education or special needs. Describe the services provided by the school.
  11. Answer "yes" if the student has been kept back a grade; if not, answer "no." If "yes," list the grade(s) repeated and the years the student was kept in each grade.
  12. This item is intended to document patterns of failure. Write "P" for passed or "F" for failed grades in subject areas listed and add other subjects as necessary. Place the letter grades in the columns of the appropriate year.

  Indicate the number of semesters the student received at least one "F" grade.

  Indicate "yes," if an English, reading, literature, or language arts class was failed in the previous semester.

  Indicate "yes," if a math class was failed in the previous semester.

  13. List the classes failed during the last semester. Write the name of the teacher who taught each of the classes failed.

At-Risk Information from School Records

General Information:

Interviewer _____ Date of data collection _____

Student name _____ Student number (leave blank) _____

Grade _____ School name & number _____

Entity _____

Records Information:

1. Where are school records stored? ☐ School office ☐ Counselor's files

2. What is included in the student's record? (Check all that apply.)
   - ☐ Grade reports
   - ☐ Attendance information
   - ☐ Attitude/behavior referrals
   - ☐ Previous school records

3. Years covered by the school record: from _____ to _____.

4. Schools included in this school record:

Name of school	Address

5. Person providing access to records _____

Student Information:

1. Citizenship _____

2. Residency in entity: ☐ 0-1 yrs ☐ 2-3 yrs ☐ 4-6 yrs ☐ 7-10 yrs ☐ 11+ yrs

3. Marital status: ☐ Single ☐ Married

4. Birth children: ☐ yes ☐ no

5. Do school records indicate the student is experiencing any problems? (Check all that apply.)
   - ☐ Attendance problems
   - ☐ Behavior problems
   - ☐ Attitude problems
   - ☐ Other (Specify.) _____

   Has the student been referred to the office for discipline problems? (Check all that apply.)
   - ☐ Attendance problems
   - ☐ Behavior problems
   - ☐ Attitude problems
   - ☐ Other (Specify types of incidents.) _____

6. Do school records indicate the student has experienced any of the following events during the past year?

- ☐ Death of close family member
- ☐ Divorce or separation of parents or self
- ☐ Emotionally upsetting breakup with boy/girl friend
- ☐ Suicide attempt by self or close friend
- ☐ Witnessed or experienced accident
- ☐ Experienced life-threatening illness in household

7. **For High School**
Number of class periods student missed in the previous semester _____

For Intermediate/Middle School
Number of days absent in the previous semester _____

8. During the previous semester, how many days was the student absent due to student's own illness or illness or death in the family? _____

9. Was the student new to the school as of last semester? ☐ yes ☐ no

10. Is the student designated as a SPED or special needs student? ☐ yes ☐ no
If "yes," check the applicable classification:

- ☐ Hearing impairment
- ☐ Speech or language impairment
- ☐ Other health impairment
- ☐ Specific learning disability
- ☐ Serious emotional disturbance
- ☐ Mental retardation
- ☐ Orthopedic impairment
- ☐ Autism
- ☐ Visual impairment
- ☐ Blindness
- ☐ Traumatic brain injury
- ☐ Other (Specify.) _____

Describe services provided as a result of the designation:

11. Has the student been retained? ☐ yes ☐ no If "yes," list the grades and indicate years in grade (for example: 1990-92 in Gr 8).

PACIFIC REGION EDUCATIONAL LABORATORY
12/93

12. Record of grades
List "F" for failed and "P" for passed subject areas. Add other subjects as necessary.

Subject	Gr. 7	Gr.8	Gr.9	Gr.10	Gr.11	Gr. 12
English						
Reading						
Language arts						
Math						
Science						

Number of semesters student received at least one failing grade. _____

Did the student receive a "failing" grade in an English, reading, literature, or language arts class in the previous semester? ☐ yes ☐ no

Did the student receive a "failing" grade in a math class in the previous semester?
☐ yes ☐ no

13. List the classes, passed or failed status, and names of the teacher for classes taken last semester.

Classes Taken	Passed/Failed	Name of Teacher

Directions for At-Risk Information from School Records
Form B

- General Information:
  Write name of student.
  Student number will be assigned during data entry.
  Write the date of data collection.

- Records Information:
  1. Indicate where the school records are stored. In some cases, there may be separate records in the school office and the counselor's, office; indicate either or both locations as applicable.
  2. Check off the contents of the records you will be using for this student.
  3. Write the years covered by the school records.
  4. List the schools included in the records.
  5. Write the name of the school staff member providing you with access to the student records.

- Student Information:
  1. Write the country where the student holds citizenship.
  2. Check the span of years the student has resided in the entity of the school.
  3. Indicate student's marital status.
  4. Indicate any records of the student's own birth children.
  5. Indicate with a check any of the problems listed. If other problems are noted in the record, describe the nature of these problems in the space provided. If the student has been referred to the office for discipline problems, indicate the nature of the incidents.
  6. Indicate any traumatic events experienced by the student and documented in the school records.
  7. If the student is a high school student, write the number of class periods missed by the student in the previous semester. If the student is an intermediate or middle school student, indicate the number of days absent in the previous semester.
  8. Write the number of days absent due to illness in the previous semester.
  9. This item is designed to identify students who are relatively new to this school. Check "yes," if this is the student's second semester in the school. Check "no," if the student had attended this school for more than one semester.
  10. Check any of the applicable categories of special education or special needs. Describe the services provided by the school.
  11. Answer "yes" if the student has been kept back a grade; if not, answer "no." If "yes," list the grade(s) repeated and the years the student was kept in each grade.
  12. This item is intended to document patterns of failure. Write "P" for passed or "F" for failed grades in subject areas listed and add other subjects as necessary. Place the letter grades in the columns of the appropriate year.

  Indicate the number of semesters the student received at least one "F" grade.

  Indicate "yes," if an English, reading, literature, or language arts class was failed in the previous semester.

  Indicate "yes," if a math class was failed in the previous semester.

  13. List the classes failed during the last semester. Write the name of the teacher who taught each of the classes failed.

At-Risk Information from School Records

General Information:

Interviewer _____ Date of data collection _____

Student name _____ Student number (leave blank) _____

Grade _____ School name & number _____

Entity _____

Records Information:

1. Where are school records stored? ☐ School office ☐ Counselor's files

2. What is included in the student's record? (Check all that apply.)
   - ☐ Grade reports
   - ☐ Attendance information
   - ☐ Attitude/behavior referrals
   - ☐ Previous school records

3. Years covered by the school record: from _____ to _____.

4. Schools included in this school record:

Name of school	Address

5. Person providing access to records _____

Student Information:

1. Citizenship _____

2. Residency in entity: ☐ 0- 1 yrs ☐ 2-3 yrs ☐ 4-6 yrs ☐ 7-10 yrs ☐ 11+ yrs

3. Marital status: ☐ Single ☐ Married

4. Birth children: ☐ yes ☐ no

5. Do school records indicate the student is experiencing any problems? (Check all that apply.)
   - ☐ Attendance problems
   - ☐ Behavior problems
   - ☐ Attitude problems
   - ☐ Other (Specify.) _____

   Has the student been referred to the office for discipline problems? (Check all that apply.)
   - ☐ Attendance problems
   - ☐ Behavior problems
   - ☐ Attitude problems
   - ☐ Other (Specify types of incidents.) _____

6. Do school records indicate the student has experienced any of the following events during the past year?

   - ☐ Death of close family member
   - ☐ Divorce or separation of parents or self
   - ☐ Emotionally upsetting breakup with boy/girl friend
   - ☐ Suicide attempt by self or close friend
   - ☐ Witnessed or experienced accident
   - ☐ Experienced life-threatening illness in household

7. **For High School**
   Number of class periods student missed in the previous semester _____

   For Intermediate/Middle School
   Number of days absent in the previous semester _____

8. During the previous semester, how many days was the student absent due to student's own illness or illness or death in the family? _____

9. Was the student new to the school as of last semester? ☐ yes ☐ no

10. Is the student designated as a SPED or special needs student? ☐ yes ☐ no
    If "yes," check the applicable classification:

    - ☐ Hearing impairment
    - ☐ Speech or language impairment
    - ☐ Other health impairment
    - ☐ Specific learning disability
    - ☐ Serious emotional disturbance
    - ☐ Mental retardation
    - ☐ Orthopedic impairment
    - ☐ Autism
    - ☐ Visual impairment
    - ☐ Blindness
    - ☐ Traumatic brain injury
    - ☐ Other (Specify.) _____

    Describe services provided as a result of the designation:

11. Has the student been retained? ☐ yes ☐ no If "yes," list the grades and indicate years in grade (for example: 1990-92 in Gr 8).

12. Record of grades
List "F" for failed and "P" for passed subject areas. Add other subjects as necessary.

Subject	Gr. 7	Gr.8	Gr.9	Gr.10	Gr.11	Gr. 12
English						
Reading						
Language arts						
Math						
Science						

Number of semesters student received at least one failing grade. _____

Did the student receive a "failing" grade in an English, reading, literature, or language arts class in the previous semester? ☐ yes ☐ no

Did the student receive a "failing" grade in a math class in the previous semester?
☐ yes ☐ no

13. List the classes, passed or failed status, and names of the teacher for classes taken last semester.

Classes Taken	Passed/Failed	Name of Teacher

Directions for At-Risk Student Data Sheet from Student Form A

- General Information:
  Write name of student.
  Student number will be assigned during data entry.
  Write the grade that the student is in.
  Write the name and location of the school.
  Write the date of data collection.
  Write the student's date of birth.
  Indicate the student's gender.
  Ask student's height and weight. If students do not know their height and weight, write an estimate. Indicate whether or not height and weight were estimated.
  Check response for student's general health.

1. Check all that apply regarding immediate family. Ask about the status of student's biological parents. Indicate living, deceased, and/or chronically ill.

2. For high school students, indicate the student's marital status.

3. Ask student if he/she has children of his/her own. If so, indicate the number.

4. Write the country where the student holds citizenship.

5. Ask student's ethnicity. Write ethnicity.

6. This item is intended to assess the span of years the student has been a resident of the school entity. Ask if the student has lived all of his/her life in the entity where the school is located. If not, ask when the student moved to this entity.

7. Ask if this is the student's first year in this school. Indicate answer with a check.

8. Ask the name of the student's home village. Write the name of the home village.

9. Ask the predominant ethnicity of the student's home village. Write the predominant ethnicity of the home village.

10. Ask if the student is currently living in their home village. If not, indicate current residence.

11. Ask if the student is an ethnic minority in the community of his/her current residence.

12. Ask if the student is a ethnic minority in his/her school.

13. Ask student the distance from school to the student's current residence and indicate the distance.

14. Ask how difficult it is for the student get to school each day. Indicate answer.

15. In Pohnpei, ask students for their traditional title.

16. Ask student what language is spoken at home.

17. Ask what language student speaks with friends at school.

18. Ask student about his/her employment status. Indicate appropriate answer.

19. Ask questions 19 and write the answers given by the student.

20. Ask student if he/she has any of these problems. If he/she has marital problems indicate which one and reasons for the problem. Also, indicate what kind of abuse/neglected problem the student has.

21. Ask question 22-34 and write the answer given by the student.

Student Data Sheet from Student

General Information:

Interviewer _____

Student name _____ Student number (leave blank) _____

Grade _____ School name and number _____

Date of data collection _____ Entity _____

Date of birth _____ Gender: ☐ Male ☐ Female

Height _____ feet _____ inches Weight _____ pounds (Estimated? ☐ yes ☐ no)

Student Information:

General health: ☐ Excellent ☐ Okay ☐ Poor

1. Immediate family:

   Number of siblings in your family _____

   Number of elder brothers _____ Number of younger brothers _____

   Number of elder sisters _____ Number of younger sisters _____

   Biological parents

   Mother: ☐ Living ☐ Deceased ☐ Chronically ill

   Father: ☐ Living ☐ Deceased ☐ Chronically ill

2. Marital status: ☐ Single ☐ Married
   (for high school students only)

3. Number of birth children: _____ ☐ None

4. Citizenship _____

5. Ethnicity _____

6. Have you lived in this entity all of your life? ☐ yes ☐ no
   If "no," when did you move to this island?
   ☐ Before elementary school ☐ During intermediate or middle school
   ☐ During elementary school ☐ Within the last year

7. Is this your first year in this school? ☐ yes ☐ no

8. Home village _____

9. Ethnicity of home village _____

10. Current residence (If not the home village.) _____

11. Ethnic minority in community of current residence: ☐ yes ☐ no

12. Ethnic minority in school: ☐ yes ☐ no

13. Distance from current residence to school:
☐ 0-1/2 mile walk ☐ 2 + mile walk ☐ 1/2- 2 mile walk _____ mile ride

14. Accessibility of school from home:
☐ Very easy - short walk or by bus or car daily
☐ Difficult - walk more than 1/2 mile each way daily
☐ Nearly impossible - walk over rugged terrain daily

15. What is your traditional title? _____
(Ask in Pohnpei only.)

16. What language(s) do you speak at home? _____

17. What language(s) do you speak with your friends at school? _____

18. Do you have a part-time job or work for money after school or on weekends? ☐ yes ☐ no
If "yes," how many hours a week do you work:
☐ 0-10 hrs. ☐ 11-20 hrs. ☐ 21-30 hrs. ☐ 31-40 hrs. ☐ 40+ hrs.

19. Do you have family responsibilities and obligations that cause you to be absent from school?
☐ yes ☐ no
If yes, explain:

20. Have you ever experienced any of the following problems: (Check all that apply.)
☐ Alcohol abuse ☐ Depression/suicide
☐ Substance abuse ☐ Pregnancy (females only)
☐ Smoking
☐ Marital problems Who? ☐ Self ☐ Close relatives
Cause of problems: ☐ Economic ☐ Family ☐ Spouse

☐ Abuse/neglect Who? ☐ Self ☐ Close relatives
Kind of problem:
☐ Physical
☐ Emotional
☐ Sexual

21. Have you experienced any of the following events during the past year? (Check all that apply.)

- ☐ Death of close family member
- ☐ Divorce or separation of parents or self
- ☐ Emotionally upsetting breakup with boy/girl friend
- ☐ Suicide attempt by self or close friend
- ☐ Witnessed or experienced accident
- ☐ Experienced life-threatening illness in household

22. Do you feel that your school is a safe place?
(School safety) ☐ Yes ☐ No

23. Tell me three things you like about your classes.
(Perception of positive school climate)

24. Tell me three things you don't like about your classes.
(Perception of negative school climate)
(Probe regarding difficulty of instructional materials and teaching process, if it seems applicable.)

25. Think about the teacher you consider the best teacher in your whole school. What does that teacher do that makes him/her the best teacher in this school?

26. Think about the teacher you think is the worst teacher in your school. What does that teacher do that makes him/her the worst teacher in this school?
(25 and 26: Perceptions of teacher competence/incompetence)

27. Do your teachers stay after school to help you when you need their help with questions or problems? ☐ yes ☐ no
(Accessibility of teachers for helping students out of class)

28. Do any of your teachers frequently assign free/study periods instead of teaching lessons?
If yes, how many teachers routinely do this?
(Perceptions of teacher preparation for class)
How do you feel about these free periods? Why?

29. What kinds of activities do you normally do in your classes? (Check all that apply.)

- ☐ Lecture (teacher talks/students listen)
- ☐ Discussion (teacher leads/students talk)
- ☐ Individual classwork (each student does own work)
- ☐ In-class groupwork (student groups talk and do work)
- ☐ In-class activities (whole class talks and does work)
- ☐ Instructional materials (read textbooks and do individual work)

Is most of your class time spent in teaching and learning? Explain.

30. These questions are about homework.
How often is homework assigned? _____ times a week
Check all that apply:

- ☐ Teachers collect homework
- ☐ Teachers correct homework
- ☐ Teachers record homework
- ☐ Teachers return corrected homework
- ☐ How often do you do your homework? ☐ Always ☐ Sometimes ☐ Never
  Why?

Where do you do homework?

Who helps you when or if you need help with your homework?

31. What do you want to become in the future?
(Aspirations for the future)

32. When you graduate from school (when you are an adult), what three things that you learned in school do you think will be most useful to you? Name three things you've learned that you will probably use in the future. Explain your answer.
(Perception of relevance of school to future life)

33. What do you think causes you to do poorly in certain classes?

34. What are some things that would help you to do better?

Directions for At-Risk Student Data Sheet from Student Form B

- General Information:
  Write name of student.
  Student number will be assigned during data entry.
  Write the grade that the student is in.
  Write the name and location of the school.
  Write the date of data collection.
  Write the student's date of birth.
  Indicate the student's gender.
  Ask student's height and weight. If students do not know their height and weight, write an estimate. Indicate whether or not height and weight were estimated.
  Check response for student's general health.

1. Check all that apply regarding immediate family. Ask about the status of student's biological parents. Indicate living, deceased, and/or chronically ill.

2. For high school students, indicate the student's marital status.

3. Ask student if he/she has children of his/her own. If so, indicate the number.

4. Write the country where the student holds citizenship.

5. Ask student's ethnicity. Write ethnicity.

6. This item is intended to assess the span of years the student has been a resident of the school entity. Ask if the student has lived all of his/her life in the entity where the school is located. If not, ask when the student moved to this entity.

7. Ask if this is the student's first year in this school. Indicate answer with a check.

8. Ask the name of the student's home village. Write the name of the home village.

9. Ask the predominant ethnicity of the student's home village. Write the predominant ethnicity of the home village.

10. Ask if the student is currently living in their home village. If not, indicate current residence.

11. Ask if the student is an ethnic minority in the community of his/her current residence.

12. Ask if the student is a ethnic minority in his/her school.

13. Ask student the distance from school to the student's current residence and indicate the distance.

14. Ask how difficult it is for the student get to school each day. Indicate answer.

15. In Pohnpei, ask students for their traditional title.

16. Ask student what language is spoken at home.

17. Ask what language student speaks with friends at school.

18. Ask student about his/her employment status. Indicate appropriate answer.

19. Ask questions 19 and write the answers given by the student.

20. Ask student if he/she has any of these problems. If he/she has marital problems indicate which one and reasons for the problem. Also, indicate what kind of abuse/neglected problem the student has.

21. Ask question 22-34 and write the answer given by the student.

Student Data Sheet from Student

General Information:

Interviewer _____

Student name _____ Student number (leave blank) _____

Grade _____ School name and number _____

Date of data collection _____ Entity _____

Date of birth _____ Gender: ☐ Male ☐ Female

Height _____ feet _____ inches Weight _____ pounds (Estimated? ☐ yes ☐ no)

Student Information:

General health: ☐ Excellent ☐ Okay ☐ Poor

1. Immediate family:

   Number of siblings in your family _____

   Number of elder brothers _____ Number of younger brothers _____

   Number of elder sisters _____ Number of younger sisters _____

   Biological parents

   Mother: ☐ Living ☐ Deceased ☐ Chronically ill

   Father: ☐ Living ☐ Deceased ☐ Chronically ill

2. Marital status: ☐ Single ☐ Married
   (for high school students only)

3. Number of birth children: _____ ☐ None

4. Citizenship _____

5. Ethnicity _____

6. Have you lived in this entity all of your life? ☐ yes ☐ no
   If "no," when did you move to this island?
   ☐ Before elementary school ☐ During intermediate or middle school
   ☐ During elementary school ☐ Within the last year

7. Is this your first year in this school? ☐ yes ☐ no

8. Home village _____

9. Ethnicity of home village _____

10. Current residence (If not the home village.) _____

11. Ethnic minority in community of current residence: ☐ yes ☐ no

12. Ethnic minority in school: ☐ yes ☐ no

13. Distance from current residence to school:
☐ 0-1/2 mile walk ☐ 2 + mile walk ☐ 1/2- 2 mile walk _____ mile ride

14. Accessibility of school from home:
☐ Very easy - short walk or by bus or car daily
☐ Difficult - walk more than 1/2 mile each way daily
☐ Nearly impossible - walk over rugged terrain daily

15. What is your traditional title? _____
(Ask in Pohnpei only.)

16. What language(s) do you speak at home? _____

17. What language(s) do you speak with your friends at school? _____

18. Do you have a part-time job or work for money after school or on weekends? ☐ yes ☐ no
If "yes," how many hours a week do you work:
☐ 0-10 hrs. ☐ 11-20 hrs. ☐ 21-30 hrs. ☐ 31-40 hrs. ☐ 40+ hrs.

19. Do you have family responsibilities and obligations that cause you to be absent from school?
☐ yes ☐ no
If yes, explain:

20. Have you ever experienced any of the following problems: (Check all that apply.)
☐ Alcohol abuse ☐ Depression/suicide
☐ Substance abuse ☐ Pregnancy (females only)
☐ Smoking
☐ Marital problems Who? ☐ Self ☐ Close relatives
Cause of problems: ☐ Economic ☐ Family ☐ Spouse

☐ Abuse/neglect Who? ☐ Self ☐ Close relatives
Kind of problem:
☐ Physical
☐ Emotional
☐ Sexual

21. Have you experienced any of the following events during the past year? (Check all that apply.)
    - ☐ Death of close family member
    - ☐ Divorce or separation of parents or self
    - ☐ Emotionally upsetting breakup with boy/girl friend
    - ☐ Suicide attempt by self or close friend
    - ☐ Witnessed or experienced accident
    - ☐ Experienced life-threatening illness in household

22. Do you feel that your school is a safe place?
    (School safety) ☐ Yes ☐ No

23. Tell me three things you like about your classes.
    (Perception of positive school climate)

24. Tell me three things you don't like about your classes.
    (Perception of negative school climate)
    (Probe regarding difficulty of instructional materials and teaching process, if it seems applicable.)

25. Think about the teacher you consider the best teacher in your whole school. What does that teacher do that makes him/her the best teacher in this school?

26. Think about the teacher you think is the worst teacher in your school. What does that teacher do that makes him/her the worst teacher in this school?
    (25 and 26: Perceptions of teacher competence/incompetence)

27. Do your teachers stay after school to help you when you need their help with questions or problems? ☐ yes ☐ no
    (Accessibility of teachers for helping students out of class)

28. Do any of your teachers frequently assign free/study periods instead of teaching lessons?
If yes, how many teachers routinely do this?
(Perceptions of teacher preparation for class)
How do you feel about these free periods? Why?

29. What kinds of activities do you normally do in your classes? (Check all that apply.)

- ☐ Lecture (teacher talks/students listen)
- ☐ Discussion (teacher leads/students talk)
- ☐ Individual classwork (each student does own work)
- ☐ In-class groupwork (student groups talk and do work)
- ☐ In-class activities (whole class talks and does work)
- ☐ Instructional materials (read textbooks and do individual work)

Is most of your class time spent in teaching and learning? Explain.

30. These questions are about homework.
How often is homework assigned? _____ times a week
Check all that apply:

- ☐ Teachers collect homework
- ☐ Teachers correct homework
- ☐ Teachers record homework
- ☐ Teachers return corrected homework
- ☐ How often do you do your homework? ☐ Always ☐ Sometimes ☐ Never
  Why?

Where do you do homework?

Who helps you when or if you need help with your homework?

31. What do you want to become in the future?
(Aspirations for the future)

32. When you graduate from school (when you are an adult), what three things that you learned in school do you think will be most useful to you? Name three things you've learned that you will probably use in the future. Explain your answer.
(Perception of relevance of school to future life)

33. What do you think causes you to do poorly in certain classes?

34. What are some things that would help you to do better?

Directions for At-Risk Information from Home and Family
Form A

- Fill in student information.
- Write name of parent/guardian/head of household being interviewed as the adult responsible for the student. Indicate gender and age. Write date of data collection from the parent/guardian/head of household.

1. Ask about and check the adult's relationship to the student.

1B. If this is an adoptive family, ask the questions in 1B and write the appropriate answers.

2. Ask and indicate the highest level of education attained by a household member.

3. Ask about the household composition. "Nuclear family" refers to parents and immediate family of brothers and sisters of the student. "Extended family" refers to a household with aunts, uncles, cousins, in-laws, grandparents, or other relatives or individuals living in the same house. Check "domestic helper" if there is a domestic helper in the household.

4. Indicate the number of people in the household.

   Write the number of people in the household in each age category and by gender. The total persons listed should correspond with the total number in the household. Put an asterisk (*) in the cell which includes the student.

5. Indicate head of household's marital status.

6. Ask if the family receives financial assistance from any of the sources listed. Indicate the appropriate answers.

7. This item is designed to assess employment and income information for the household where the student lives. Use the occupational codes indicated and fill in the table regarding occupational code and the approximate gross monthly income to the household from that income source. Ask about subsistence farming, fishing, or raising animals, and the family's dependence on that activity. Indicate the appropriate answers.

8. Ask questions 8 through 23 and write the answers given by the head of household.

At-Risk Information from Home and Family

Interviewer _____ Date of Data Collection _____

Student name _____ Student number (leave blank) _____

Grade _____ School _____

Entity _____

Date of birth _____ Gender: ☐ Male ☐ Female

Name of parent/guardian/head of household being interviewed:

_____ Gender: ☐ Male ☐ Female

Age: _____

Date of data collection _____

1. Relationship to student:

   ☐ Biological mother ☐ Biological father
   ☐ Adoptive mother ☐ Adoptive father
   ☐ Legally appointed ☐ Other (Specify.) _____

   What is the quality of the relationship between the student and the parent or guardian?
   ☐ Good ☐ Fair ☐ Poor

   If adoptive parents: _____
   Does the adoptive family have children of their own? ☐ yes ☐ no

   If "yes," how many?

2. Highest level of education attained by a household member:

   ☐ Elementary ☐ High school diploma
   ☐ Some college ☐ Associate degree
   ☐ Bachelor degree ☐ Advanced degree

3. What is the household composition?

   ☐ Nuclear family ☐ Extended family ☐ Includes domestic helper

4. How many people live in this household? _____

Write in the number of people in the household in each category of age and gender. Include the student in the count and place an asterisk (*) in the cell that includes the student.

Age	Male	Female
0 - 4		
5 - 10		
11 - 15		
16 - 20		
21 - 30		
31 - 40		
40 +		

5. Head of household's marital status:

- ☐ Single parent
- ☐ Divorced
- ☐ Deceased spouse
- ☐ Married but living separately
- ☐ Married
- ☐ Separated
- ☐ Other _____

6. Does the family receive income from any of the following:

- ☐ Welfare
- ☐ Social Security
- ☐ Supplementary Security Income(SSI)
- ☐ Other public assistance

7. Employment and income information.

Occupational code:

GE = Government employee
BE = Business employee (private companies)
SE = Self-employed (business or subsistence)
NE = Not employed

Person	Occupational code	Approximate monthly gross income
Father or male head of household		
Mother or female head of household		
Other working family members (Specify relationship to student.)		
Other (Specify.)		
Other (Specify.)		
Other (Specify.)		
Other (Specify.)		
Other (Specify.)		

To what extent does the family rely on subsistence farming, fishing, or raising animals?

☐ Fully ☐ Some ☐ Not at all

What percentage of household support is from subsistence farming, etc.? _____%

What percentage of household support is from earned salary? _____%

8. Is there anyone living in your household suffering from a long-term, life-threatening illness?
   ☐ yes ☐ no

9. Is alcohol or drug abuse a problem in this household?
   ☐ yes ☐ no

10. Does the student do homework at home? If so, how many hours each week?

11. Does anyone help the student with homework at home?
    ☐ yes ☐ no

    Whom? ☐ mother ☐ father ☐ elder sister ☐ elder brother ☐ cousin ☐ aunt ☐ friends ☐ uncle

    What do they do?

12. Conditions for studying at home.
    Answer the following items to describe the conditions where the student studies at home:

Studying is done in a separate room	☐ yes	☐ no
Studying is done in a living or dining area	☐ yes	☐ no
Furniture (chair and table/desk) is used	☐ yes	☐ no
The area is well lit	☐ yes	☐ no
The area is quiet	☐ yes	☐ no
A television or stereo is playing in the study area	☐ yes	☐ no
Schools supplies and materials are available	☐ yes	☐ no
Reference books, dictionaries, and/or encyclopedia are available	☐ yes	☐ no
Student has access to a computer and printer	☐ yes	☐ no
Student has access to a typewriter	☐ yes	☐ no
Student has access to a calculator	☐ yes	☐ no

Describe any other special features of the area used for study.

13. Do you expect the student to attend school every day? ☐ yes ☐ no Explain.

14. What do you see as the purpose of education for the student?

15. What do you think is the cause of the student's current school performance?
Cause of success:

Cause of difficulties:

16. Have you noticed any area of special interest where the student learns quickly at home?
☐ yes ☐ no
Explain

Have you noticed the student having problems learning new things at home?
☐ yes ☐ no

Explain

17. Do you agree with the student's grades from school? ☐ yes ☐ no
If "no,' how would you rate his/her school work? ☐ high ☐ average ☐ low
Please explain your basis for rating.

18. Does the student present discipline problems at home? If so, how do you deal with the behavior?
(Check all that apply.)

☐ Corporal punishment
☐ Verbal reprimand
☐ Grounding
☐ Isolation
☐ Chores and additional responsibilities
☐ Other (Specify.) _____

19. How often did you attend activities of the Parent Teacher Association last year?

☐ Never ☐ 1 time a year ☐ 2 times a year ☐ Every month ☐ Every week

What did you attend? (Check all that apply.)

- ☐ PTA meeting/conference
- ☐ Meeting with counselor
- ☐ Campus cleaning
- ☐ Other (Specify.) _____

20. How do you get information on the student's school progress? (Check all that apply.)

- ☐ PTA/PTSA meetings
- ☐ Parent/teacher conferences
- ☐ Report cards
- ☐ Conferences with other school staff
- ☐ Home visits by school staff
- ☐ Other (Please explain.) _____

21. What family activities in general are your family and this student involved in? (Check all that apply.)

- ☐ Church-related activities
- ☐ Community cultural activities
- ☐ Traditional ceremonies
- ☐ Festivals
- ☐ Traditional practices and customs
- ☐ Other (Specify.) _____

22. Has the student ever made comments about school before?

☐ yes ☐ no

If yes, indicate nature of the comments, (+) for positive (-) for negative, using the list below.

- ☐ School as a whole
- ☐ Teacher
- ☐ Other students
- ☐ Difficulty with class work
- ☐ Safety of school
- ☐ Specific classes
- ☐ Principal
- ☐ Teaching practices
- ☐ School rules/policies
- ☐ Other (Specify.) _____

23. What do you think could help the student strive for success in school?

Directions for At-Risk Information from Home and Family
Form B

- Fill in student information.
- Write name of parent/guardian/head of household being interviewed as the adult responsible for the student. Indicate gender and age. Write date of data collection from the parent/guardian/head of household.

1. Ask about and check the adult's relationship to the student.

1B. If this is an adoptive family, ask the questions in 1B and write the appropriate answers.

2. Ask and indicate the highest level of education attained by a household member.

3. Ask about the household composition. "Nuclear family" refers to parents and immediate family of brothers and sisters of the student. "Extended family" refers to a household with aunts, uncles, cousins, in-laws, grandparents, or other relatives or individuals living in the same house. Check "domestic helper" if there is a domestic helper in the household.

4. Indicate the number of people in the household.

   Write the number of people in the household in each age category and by gender. The total persons listed should correspond with the total number in the household. Put an asterisk (*) in the cell which includes the student.

5. Indicate head of household's marital status.

6. Ask if the family receives financial assistance from any of the sources listed. Indicate the appropriate answers.

7. This item is designed to assess employment and income information for the household where the student lives. Use the occupational codes indicated and fill in the table regarding occupational code and the approximate gross monthly income to the household from that income source. Ask about subsistence farming, fishing, or raising animals, and the family's dependence on that activity. Indicate the appropriate answers.

8. Ask questions 8 through 23 and write the answers given by the head of household.

At-Risk Information from Home and Family

Interviewer _____ Date of Data Collection _____

Student name _____ Student number (leave blank) _____

Grade _____ School _____

Entity _____

Date of birth _____ Gender: ☐ Male ☐ Female

Name of parent/guardian/head of household being interviewed:

_____ Gender: ☐ Male ☐ Female

Age: _____

Date of data collection _____

1. Relationship to student:

   ☐ Biological mother ☐ Biological father

   ☐ Adoptive mother ☐ Adoptive father

   ☐ Legally appointed ☐ Other (Specify.) _____

   What is the quality of the relationship between the student and the parent or guardian?

   ☐ Good ☐ Fair ☐ Poor

   If adoptive parents: _____

   Does the adoptive family have children of their own? ☐ yes ☐ no

   If "yes," how many?

2. Highest level of education attained by a household member:

   ☐ Elementary ☐ High school diploma

   ☐ Some college ☐ Associate degree

   ☐ Bachelor degree ☐ Advanced degree

3. What is the household composition?

   ☐ Nuclear family ☐ Extended family ☐ Includes domestic helper

4. How many people live in this household? _____

Write in the number of people in the household in each category of age and gender. Include the student in the count and place an asterisk (*) in the cell that includes the student.

Age	Male	Female
0 - 4		
5 - 10		
11 - 15		
16 - 20		
21 - 30		
31 - 40		
40 +		

5. Head of household's marital status:

- ☐ Single parent
- ☐ Divorced
- ☐ Deceased spouse
- ☐ Married but living separately
- ☐ Married
- ☐ Separated
- ☐ Other _____

6. Does the family receive income from any of the following:

- ☐ Welfare
- ☐ Social Security
- ☐ Supplementary Security Income(SSI)
- ☐ Other public assistance

7. Employment and income information.

Occupational code:

GE = Government employee
BE = Business employee (private companies)
SE = Self-employed (business or subsistence)
NE = Not employed

Person	Occupational code	Approximate monthly gross income
Father or male head of household		
Mother or female head of household		
Other working family members (Specify relationship to student.)		
Other (Specify.)		
Other (Specify.)		
Other (Specify.)		
Other (Specify.)		
Other (Specify.)		

To what extent does the family rely on subsistence farming, fishing, or raising animals?

☐ Fully ☐ Some ☐ Not at all

What percentage of household support is from subsistence farming, etc.? _____%

What percentage of household support is from earned salary? _____%

8. Is there anyone living in your household suffering from a long-term, life-threatening illness?
   ☐ yes ☐ no

9. Is alcohol or drug abuse a problem in this household?
   ☐ yes ☐ no

10. Does the student do homework at home? If so, how many hours each week?

11. Does anyone help the student with homework at home?
    ☐ yes ☐ no

    Whom? ☐ mother ☐ father ☐ elder sister ☐ elder brother ☐ cousin ☐ aunt ☐ friends ☐ uncle

    What do they do?

12. Conditions for studying at home.
    Answer the following items to describe the conditions where the student studies at home:

Studying is done in a separate room	☐ yes	☐ no
Studying is done in a living or dining area	☐ yes	☐ no
Furniture (chair and table/desk) is used	☐ yes	☐ no
The area is well lit	☐ yes	☐ no
The area is quiet	☐ yes	☐ no
A television or stereo is playing in the study area	☐ yes	☐ no
Schools supplies and materials are available	☐ yes	☐ no
Reference books, dictionaries, and/or encyclopedia are available	☐ yes	☐ no
Student has access to a computer and printer	☐ yes	☐ no
Student has access to a typewriter	☐ yes	☐ no
Student has access to a calculator	☐ yes	☐ no

Describe any other special features of the area used for study.

13. Do you expect the student to attend school every day? ☐ yes ☐ no Explain.

14. What do you see as the purpose of education for the student?

15. What do you think is the cause of the student's current school performance?
Cause of success:

Cause of difficulties:

16. Have you noticed any area of special interest where the student learns quickly at home?
☐ yes ☐ no
Explain

Have you noticed the student having problems learning new things at home?
☐ yes ☐ no

Explain

17. Do you agree with the student's grades from school? ☐ yes ☐ no
If "no,' how would you rate his/her school work? ☐ high ☐ average ☐ low
Please explain your basis for rating.

18. Does the student present discipline problems at home? If so, how do you deal with the behavior?
(Check all that apply.)

☐ Corporal punishment
☐ Verbal reprimand
☐ Grounding
☐ Isolation
☐ Chores and additional responsibilities
☐ Other (Specify.) _____

19. How often did you attend activities of the Parent Teacher Association last year?

☐ Never ☐ 1 time a year ☐ 2 times a year ☐ Every month ☐ Every week

What did you attend? (Check all that apply.)

- ☐ PTA meeting/conference
- ☐ Meeting with counselor
- ☐ Campus cleaning
- ☐ Other (Specify.) _____

20. How do you get information on the student's school progress? (Check all that apply.)

- ☐ PTA/PTSA meetings
- ☐ Parent/teacher conferences
- ☐ Report cards
- ☐ Conferences with other school staff
- ☐ Home visits by school staff
- ☐ Other (Please explain.) _____

21. What family activities in general are your family and this student involved in? (Check all that apply.)

- ☐ Church-related activities
- ☐ Community cultural activities
- ☐ Traditional ceremonies
- ☐ Festivals
- ☐ Traditional practices and customs
- ☐ Other (Specify.) _____

22. Has the student ever made comments about school before?

☐ yes ☐ no

If yes, indicate nature of the comments, (+) for positive (-) for negative, using the list below.

- ☐ School as a whole
- ☐ Teacher
- ☐ Other students
- ☐ Difficulty with class work
- ☐ Safety of school
- ☐ Specific classes
- ☐ Principal
- ☐ Teaching practices
- ☐ School rules/policies
- ☐ Other (Specify.) _____

23. What do you think could help the student strive for success in school?

Directions for At-Risk Information from Principal

The principal should be the first person contacted in the process of data collection. The study needs to be explained to the principal, and his/her assistance and support must be enlisted before the data collection begins.

- Prepare one principal interview form per school.

  Write the date of data collection.
  Write the name of the principal.
  Indicate the principal's gender.
  Write the name of the school.

- Write the names of students identified as subjects for at-risk data collection at that school and their current grade (i.e. gr. 7, gr. 12). Student numbers will be assigned during data entry; leave blank.

- Ask questions 1 through 16 and fill in the answers given by the principal.

- After question 16, ask to be referred to someone who has teacher attendance data.

- Using the students' grade reports from the previous semester, compile a list of the teachers who taught classes to students in the previous semester. Fill in the information on number of days the teachers were absent during the previous semester.

At-Risk Information from Principal

School name and number _____

The following students have been selected to participate in the at-risk study in this school:

Student name	Grade	Student number (leave blank)

Interviewer _____

Date of data collection _____

Name of principal _____

Gender: ☐ Male ☐ Female

1. What is the total student enrollment in this school? _____

2. How many instructors are at this school? _____
   How many other staff are at this school? _____

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12/93

3. Please estimate the ethnicity of the current student population:

Percentage	Number of students	Ethnic group
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. What is the population of the village or community in which the school is located? (Indicate population of the town listed in the school's mailing address or population of the surrounding village, if more appropriate.)

5. Does the school have a parent/teacher association? ☐ yes ☐ no
   If "yes," approximately what percentage of the families attend meetings?

6. What ways of informing parents does your school presently use? (Check all that apply.)
   - ☐ PTA/PTSA meetings
   - ☐ Parent/teacher conferences
   - ☐ Report cards
   - ☐ Conferences with parents and staff
   - ☐ Home visits
   - ☐ Other (Please explain.) _____

   How effective is this combination of strategies in reaching families of at-risk students?
   ☐ Very successful ☐ Okay ☐ Not successful

7. Contributions to the school received from the parents: (Check all that apply.)

Contributions	Received on a regular basis	Received by special request	Received both regularly and on special request	None
Monetary or in-kind contributions or gifts				
Volunteers in the schools				
Guest speakers in the schools				
Collaboration with business				
Other (Specify)				

8. Support to the school from the community: (Check all that apply.)

Contributions	Received on a regular basis	Received by special request	Received both regularly and on special request	None
Monetary or in-kind contributions or gifts				
Volunteers in the schools				
Guest speakers in the schools				
Collaboration with business				
Other (Specify)				

9. What health services are provided by the school?

10. What counseling services are provided by the school?

11. What special programs for at-risk students are provided by the school?

12. Are tutoring services provided by the school?

☐ yes ☐ no

13. Does the school have a school lunch program for students?

☐ yes ☐ no

Please explain.

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14. Does the school provide transportation for students to attend school daily?

☐ yes ☐ no

If "yes," check type of transportation.

☐ Bus ☐ Boat
☐ Van ☐ Car Pool
☐ Bicycle ☐ Other (Specify) _____

15. Does the school system/state have a policy relating to corporal punishment?

☐ yes ☐ no

If "yes," what is the policy? Explain common practice.

16. What do you think are three major factors influencing student's school performance?
Factors related to student difficulties:

Factors related to student successes:

17. Who can assist with teacher attendance information?

How many days was school in session last semester?

Note the days absent during the previous semester for teachers who taught classes to students in the study.

Student	Teacher	Number of school days last semester

Directions for At-Risk Information from Teachers

Prepare one teacher interview form for each teacher selected for data collection. In order to do this, you must have already reviewed the school records of the student.

- For each interview:

  Fill in basic information about the teacher.

- Ask questions 1 through 10 and write the answers given by the teacher.

- Fill in the tables with regard to all students listed on the cover sheet.

At-Risk Information from Teachers

Teacher's name _____

School name and number _____

Entity _____

Student Name	Student Number	Class enrolled in last year	Passed or failed

At-Risk Information from Teachers

Interviewer _____ Date of data collection _____

Teacher's name _____ Gender: ☐ Male ☐ Female

Teacher's date of birth _____

Teacher's ethnicity: _____

1. How many years of teaching experience do you have?

2. How many years have you taught at this school?

3. Do you live in the village where this school is located? ☐ yes ☐ no

4. What is the highest educational degree you have attained?
   ☐ 8th Gr ☐ H.S. ☐ A.S. ☐ B.A./B.S. ☐ M.A./M.Ed.
   ☐ Ph.D. ☐ Ed.D. ☐ Other (Specify.) _____

   Location and name of institution granting highest degree:

5. What was your area of study or major in college?

6. How many additional credits have you earned beyond your highest degree?

7. Are you working toward another degree? If so, what?

8. What is your traditional title?
   (Ask in Pohnpei only.)

9. How do you rate your attendance at school in the previous semester?
   ☐ No absences ☐ Few absences ☐ High absences ☐ Long-term leave of absence

10 What is needed for you to do a more effective job of teaching students who are having difficulty on your class? Think about those students who have failed in your classes.

   ☐ instructional materials
   ☐ staff development and training
   ☐ support (Specify.)
   ☐ preparation and planning time
   ☐ better compensation
   ☐ other (Specify.) _____

What is needed for you to do a more effective job of teaching students who are succeeding in your class? Think about those students who have passed your classes.

   ☐ instructional materials
   ☐ staff development and training
   ☐ support (Specify.)
   ☐ preparation and planning time
   ☐ better compensation
   ☐ other (Specify.) _____

Student	Subject area	Approx. student teacher ratio	Language of instruction	% of actual instruction in English	*Causes of student's success or failure in this class

* To what do you attribute the students passing or failing performance in class?
(Probe regarding student's ability and attitude, and teacher's perspective on low achieving students)

What other classes did you teach last semester?

What do you predict for these students in 5 years:

Student	5 year prediction

Directions for At-Risk Information from Community Leader

The purpose of this instrument is to obtain a profile of the community in which the student resides. If the principal is familiar with the villages of the students at the school, the principal may be able to answer these questions. In some jurisdictions, village leaders or social service agency staff may have more accurate, in-depth understanding of the village context. Ask the principal for guidance on whom to interview for this data.

If the student currently lives in his/her home village, complete this instrument for that village. If the student currently does not live in his/her home village, complete one of these forms for the home village and one of these forms for the village of his/her current residence.

- Fill in the name of each student and his/her present grade level in school, and for students from the village or from elsewhere but residing in the village. Indicate "yes" or "no" for whether this is the student's home village and/or place of residence.
- If the informant is not the principal, briefly describe the study and the anticipated outcomes.
- Write the name of the community leader being interviewed. Write the person's position, and the name of the village.
- Ask questions 1 through 6 and record the answers provided.

At-Risk Information from Community Leader

Interviewer _____ Date of data collection _____

Village _____

The following students — now residing in or originally from this village — have been selected to participate in the at-risk study.

Student name	Grade	Home village? (yes or no)	Place of residence? (yes or no)	Student number (leave blank)

At-Risk Information from Community Leader

Name of community leader _____

Position _____

Village _____

1. Estimate the population of this community or village.

2. Who are the major employers or companies active in the economic development of this community? (Please estimate.)

   What percentage of working population does each employ?

Employer's	% of working population employed
Government: (Indicate NA if not applicable)	
Local	
State	
National	
Foreign	
Private Business (List)	

3. Rank from 1 to 8 (with 1 = greatest priority problem), or put "NA" if it does not apply, which of the following problem areas you think are in need of attention in this community:

   ☐ Drug abuse ☐ Overpopulation ☐ Teen pregnancies
   ☐ Suicide ☐ Alcohol abuse ☐ Teenage gangs
   ☐ Truancy ☐ Lack of law enforcement

   List other problem areas for this community.

4. Which means of mass communication media are commonly used in this community?

Television	Yes/No
Radio	
Local newspaper(s) (List.)	
Pacific Daily News	
PA system	
Videos	
Telephone	
Fax	
Messenger	

5. Which of the following are prevalent community customs and events?

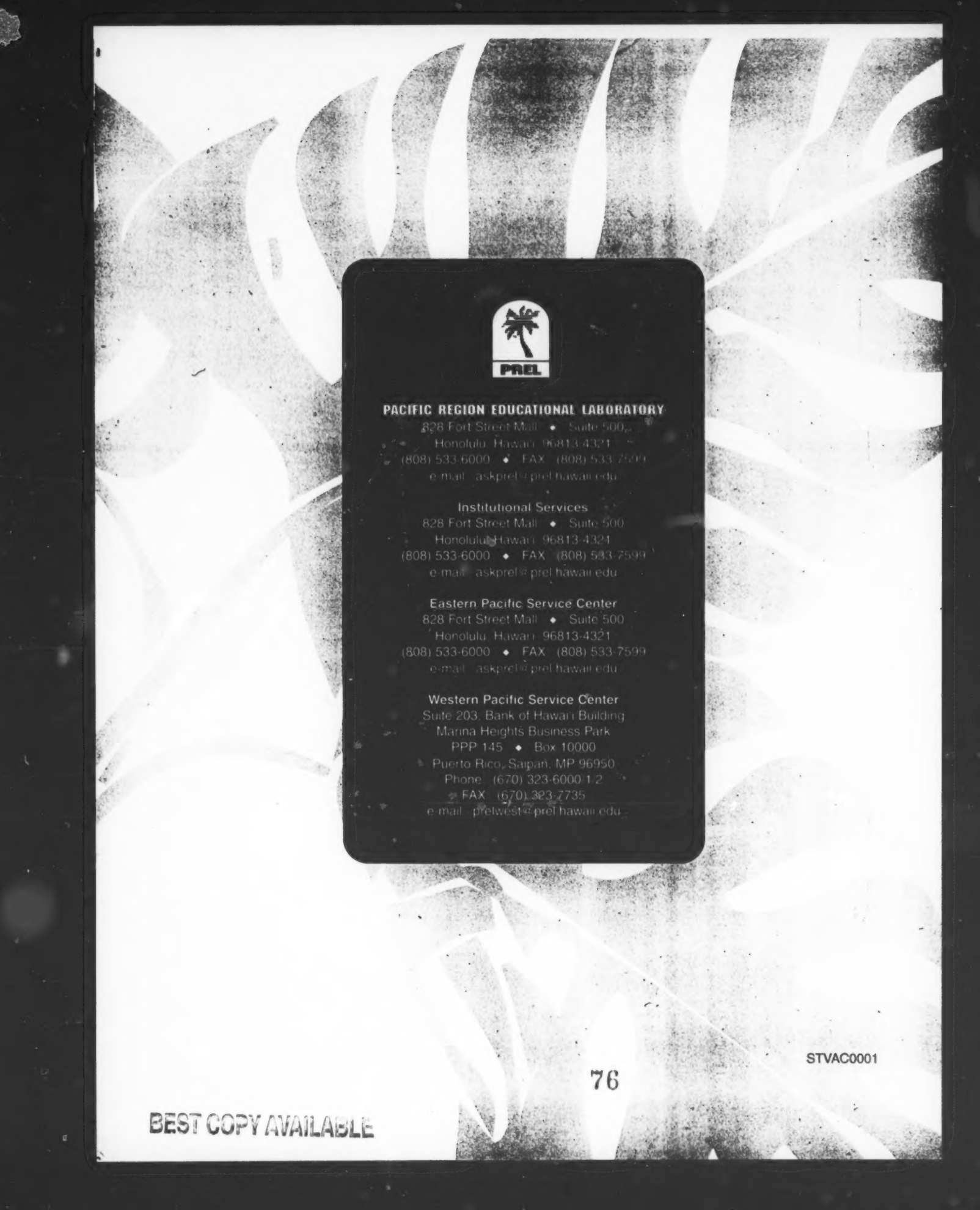
   Add other activities/events.

Community/cultural custom or event	Yes/no	How often each year?	How many days each time?	Comments/examples
Funerals				
Rosaries				
Church gatherings				
Fiestas				
Feasts				
Sakau				
Kava				
Christmas holiday celebration				
Liberation Day				
Field trip ship days				

6. Are the following common practices in this community?

Family obligation for students to provide child care instead of attending school ☐ yes ☐ no

Home chores for students ☐ yes ☐ no



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